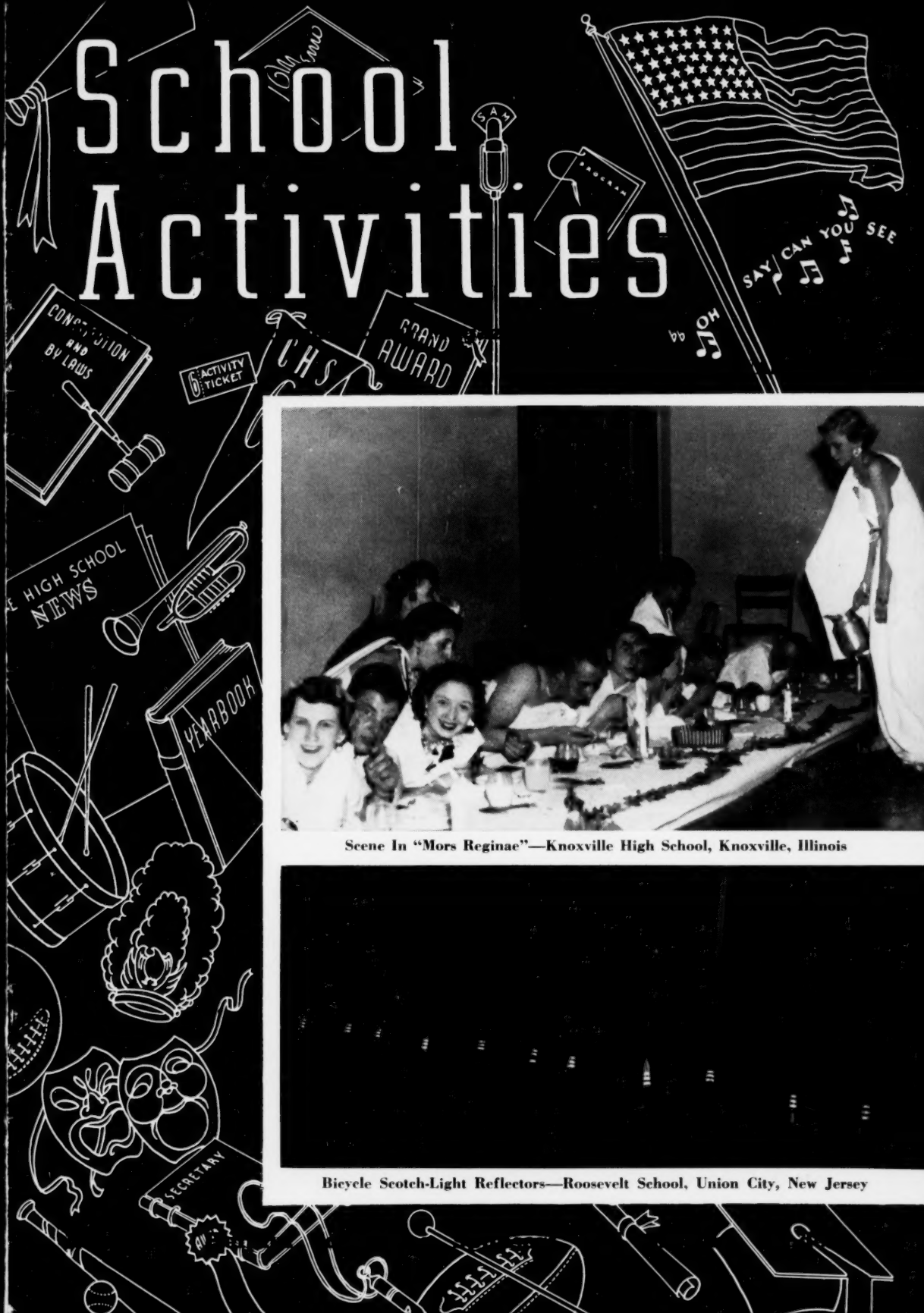
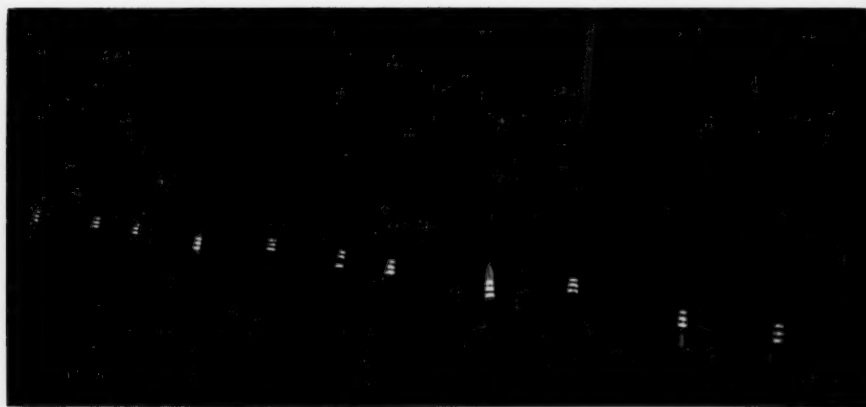


# School Activities



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Bicycle Scotch-Light Reflectors—Roosevelt School, Union City, New Jersey



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# School Activities

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# *As the Editor Sees It*



Although copies of books, pamphlets, magazines, etc., dealing with extracurricular activities are to be found in school libraries, and in principals' and deans' offices, nearly all of this material is not readily available to students because these rarely even know about it.

An "Activities Shelf" in the library, containing all this material—general textbooks and magazines, as well as specialized, would make it readily available to all students and teachers.

Here is a most excellent project for the student council—the organization and implementation of such a shelf. Naturally, one of its responsibilities would be maintenance—the purchasing (either with its own funds or with those of the school) of appropriate materials. To illustrate (we hope without being considered unduly conceited), such a shelf should contain current and back numbers of *SCHOOL ACTIVITIES* and *STUDENT LIFE*, the two journals which reflect all activities. Similarly, standard textbooks in the field include plans, programs, and ideas relating to all school organizations.

The school librarian undoubtedly would immediately recognize the practical value of such a shelf and cooperate in promoting it.

In some communities gambling has been justified and condoned because of its financial contributions to churches, hospitals, and schools. Right now Bingo—gambling, of course—is being widely justified and condoned on similar grounds. Personally, we want no part of it. We'd have no self-respect, if, in answer to some visitor's question concerning financing, we'd have to say, "Gambling gave us these hymnbooks, this X-Ray machine, and these basketballs."

Writes a student president, "Should our student council join the National Association of Student Councils?" Our reply, "Most certainly, by all means—immediately, at once, pronto."

Which leads us to this. Generally speaking (because we are not acquainted with all of them) we believe it is a good idea for local school organizations such as student council, Latin Club, Safety Council, etc., to affiliate with the corresponding national organization. The expense is small and the helpfulness through publica-

tions, conferences, correspondence, etc., is great.

Some school people are fearful of a loss of power and control because of this "outside" influence. However, they need not be. Obviously, the one sure and quick way for a national organization to lose its effectiveness and membership would be to attempt such control.

It must be regrettably stated that apparently many local organizations have never heard of a national organization. Certainly this is not to the credit of the local sponsors.

How many weeks are there in a year, 52? Probably three or four times this number. Some of them, such as "Education Week," "Student Council Week," and "Safe Driving Week," are highly deserving; others, sponsored for purely commercial reasons, are less so.

One of the most deserving is "Boy Scout Week," February 6–12, representing the 45th anniversary of the Boy Scouts of America. The dramatized story of how a "good turn" by an unidentified British Boy Scout in 1909 brought about the development of a four-million-member organization in America is appropriate for any high school assembly program during this "week."

Fraternities? The U.S. Supreme Court recently refused to review the decision of a New York court upholding the right of the State University to bar national fraternities from its 22 campuses. And the Ohio School Survey Committee, a group empowered by the legislature to review the public-school system, sweepingly recommended the complete abolition of all high school fraternities in the state.

Several state athletic associations forbid "all star" games—prohibiting school officials or employees, and registered officials from furnishing facilities or equipment or having anything to do, directly or indirectly, with the selection of players, management, officiating, promotion, or supervision of such a contest. Naturally, some schools, coaches, chambers of commerce, civic associations, luncheon clubs, etc., which are interested in publicity, oppose these rulings. We'll go along with the associations. Hasten the day when all associations prohibit such games!

*General objectives of general education and extracurricular activities education are synonymous and the whole picture should govern assignment of teachers.*

## Some Basic Trends in School Activities

**A**N ANALYSIS OF THE INCREASING BODY of literature in the field of school activities during the past fifteen to twenty years reveals some interesting and important trends. This article will attempt to identify and discuss briefly those which appear to the writers to be especially noteworthy.

1. The most important development, and one which is basic to all the others, is the effort to relate objectives of school activities to the general objectives of education. For several decades, statements of objectives for various subject areas (e. g. mathematics, social studies) have been developed. Many of these, however, have shown little relationship to general educational objectives. It is encouraging to note that this shortcoming is slowly being overcome. The same thing is likewise true of school activities. We are beginning to recognize, in practice as well as in theory, that every aspect of the curriculum must be justified in terms of its potential contribution to the objectives of education.

2. A second major trend is in the direction of increased attention to the problem of over-participation and underparticipation in school activities on the part of students. There has been serious study devoted to making the program of school activities serve the best interests of every member of the student body. The domination of the program on the part of the few can over-

**DONALD RENNICKE and  
ARTHUR C. HEARN**  
*University of Oregon  
Eugene, Oregon*

load those few to the extent that they are unable to do justice to all of their responsibilities. This domination can likewise result in the limitation of opportunity for other students. Cognizance of this situation has resulted in the development of certain general policies to govern the extent of participation, tempered with a flexibility to allow for individual differences. Ideally, individual counseling assists each student to make intelligent decisions concerning all aspects of his educational program—both in and out of the classroom. Local studies of needs, abilities, and interests of students have paved the way for deletions and additions which have made the program of activities a more effective servant of the total school community.

3. What might be called a third trend is in some respects a corollary of the foregoing. It relates to the attempts which have been made to solve some of the most serious problems growing out of the program of interscholastic athletics. The assumption that the public is more interested in this part of the school program than in any other has been questioned and proved false in many communities. Press and radio coverage of school news is becoming more balanced in an increasing number of school districts. The supply of well-trained coaches and physical education instructors who understand the relationship of their field to the total educational program is increasing. More attention is being given to activities in which participation can be continued in adult life. Intramural programs which make provision for all levels of ability have become an integral part of many school offerings.

4. A fourth important development has been in the field of student participation in school government. There has been increasing recognition of the excellent learning experiences which can be provided through the sharing of responsibilities in school management by students. Under wise adult guidance, the student council has

### Our Cover

In the upper picture, the Hero dies—as did all of the other characters—in the original playlet “Mors Reginae” (The Death of the Queen) presented at the Roman Banquet of the Latin Club at Knoxville, Illinois, High School. This Latin Club is really busy and promotes and sponsors many interesting educational activities. See story on page 160 of this issue.

The lower picture was contributed by Roosevelt School, Union City, New Jersey. The picture was made in the evening after the bikes had been made safe for night riding. School officials, P.T.A., and police safety officials worked together to promote the project. A safety meeting was held for students, in conjunction with the campaign. See story on page 148.



become in many schools the basic organization in the entire school activity program. The growth of the "student participation" movement and the general improvement in the work of the student council has been due largely to the interest and efforts of the National Association of Secondary School Principals. This organization, through its sponsorship of the National Association of Student Councils, has provided stimulating leadership to the various states, many of which have developed outstanding leadership training programs. Student council summer workshops, in which colleges and universities have collaborated, are increasing both in caliber and in number; they provide a most promising approach to the solution of an important problem.

5. A fifth trend relates to sponsors of school activities. The era in which sponsorships were assigned, often on an arbitrary basis, to faculty members already heavily loaded with classroom teaching and other responsibilities appears to be drawing to a close. The concept of "extracurricular" activities as adjuncts to the school program, receiving attention only after the more formal aspects of the curriculum were fully considered, has become obsolete. In its place has come a recognition of school activities as a vital and necessary part of the student's educational experience. Interests, experience, and training of faculty members are being considered in the selection of activity sponsors just as they are in the selection of classroom teachers. Furthermore, teachers' assignments are to an increasing extent being based upon the total load—classroom as well as non-classroom. Thus in a school in which the teaching of five classes daily is considered "normal," a teacher responsible for several three-act plays and other dramatic activities, or for the school yearbook and a bi-monthly school paper throughout the school year, or for any other activities which ordinarily require uncounted hours outside the regular school day, might be assigned a classroom teaching load of four classes daily. Certainly in any program in which school activities are to achieve their maximum educational potential, the qualifications and the "work load" of sponsors merit careful study and attention.

Reflection upon the path school activities appear to be traveling has provided grounds for optimism on the part of the writers. Indications are that all of the trends considered here will

continue, probably at an increasing rate. Should our future educational history confirm this hypothesis, American education should find itself closer to the realization of its basic objectives than it has ever been in the past.

## **Our "Lite-A-Bike" Safety Program**

**HAROLD HAINFELD**  
*Roosevelt School*  
Union City, New Jersey

The problem of bicycle safety is of concern to parents, school officials, police, and students in the upper elementary grades through high school. The bicycle is the major form of mobile transportation for students in the 10-17 year age bracket. Thus a bicycle safety program becomes an important part of school safety activities.



**A Cooperative Safety Project**

Any adult who has driven an automobile has gone through the harrowing experience of having to swerve sharply or jam on the brakes when a bicyclist riding without lights or reflectors looms up in the car's path. It has been said that it is difficult to put experienced heads on young shoulders. It is perhaps too much to expect youngsters to realize the dangers they are in when they pedal their bikes on busy city streets or on the highway at night unlighted and without reflectors.

One day during the last week of June, Roosevelt School officials with the assistance of the P.T.A. and police safety officials, made the bikes

of the students of the school safer in a novel and what is hoped to be an effective manner. More than 260 students took their two-wheelers to the school yard to be equipped in the school's "Lite-A-Bike" campaign. The students met in the auditorium to receive instructions on safe bike riding from Lieutenant Barney Halloran, Union City's "Voice of Safety" and director of the city's safety patrols. The students were then given directions for applying "Scotch-Lite" tape to their bicycles.

Each student was given strips of "Scotch-Lite" to apply to his bike. The material reflects light and is visible as much as a quarter of a mile away when a light beam strikes it. Thus it is possible for the driver of an automobile to see the bike many yards away, and avoid an accident. The reflecting tape is put on the front and back fenders, handle bars and forks of the bicycle, making it visible from all angles. A group of our P.T.A. mothers helped the students in placing the tape.

The project received much acclaim from local newspapers. An editorial said, "With all the safety campaigns that have been waged constantly by various agencies, we often wonder why there hasn't been more emphasis on bicycle safety measures. It remains for Roosevelt School officials to come forward with a project that seems an effective movement to protect cyclists and a greater help to motorists."

Funds for such a safety project can come from a safety budget or from civic or community organizations. Cost is about twelve cents per bike, and well worth it. The project served as an excellent "gimmick" to emphasize the bicycle safety program. The students received excellent instruction on their responsibilities when peddling their bikes. It also served to gain much publicity and aid in the school-community relations. If you have responsibilities for safety activities at your school, requisition funds for the project and help make the students of your community more bicycle safety conscious.

***"An ounce of prevention is worth a pound of cure." An all-inclusive extracurricular program with social opportunities, school sponsored, usually suffices.***

## **High School Secret Societies Can Be Eliminated**

**E**DUCATORS HAVE LONG REALIZED that inasmuch as man is a social being by nature, his social development is a legitimate concern of the school. It is an accepted function of the public school to see that this development takes place along democratic lines, and, if such is not the case, both the individual pupil and the school system suffer. Secret societies strike at the heart of the school's extraclass life through their undemocratic exclusiveness, their dominance over school-sponsored activities, and their disruption of school morale. The continued existence of these secret societies is a flagrant contradiction of the democratic philosophy of American public education.

High school sororities and fraternities are like cancers. In the beginning they grow slowly and painlessly, and it takes an experienced individual to detect their insidious growth. If they are detected and diagnosed early enough, and the infected school system immediately undergoes surgery, the schools of this system are in a position to make a full and complete re-

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*Department of Education*  
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*Muncie, Indiana*

covery. If the system does not undergo surgery, these cancerous societies continue to grow—inconspicuously but with grave effects.

This characterization by Joe C. Humphery<sup>1</sup> points up a problem of serious concern to American public education. Despite the almost unanimous disapproval of educational authorities, these "cancerous growths" have continued to flourish in many of our schools.

### **What is a Secret Society?**

An excellent and much-used definition of the secret society was made part of the 1919 Illinois law banning such organizations.<sup>2</sup> A public school secret society was defined as:

1. Joe C. Humphery, "Fraternities and Sororities in the High School," *Texas Outlook*, 33:10, May, 1949.
2. Section 1, Article 31, Chapter 122, *Illinois Revised Statutes*, 1951.

... any organization, composed wholly or in part of public school pupils, which seeks to perpetuate itself by taking in additional members from the pupils enrolled in such school on the basis of the decision of its membership rather than upon the free choice of any pupil in the school who is qualified by the rules of the school to fill the special aims of the organization.

Greek letters are often used for identification by these organizations. It is important to realize, however, that groups other than those identified by Greek letters may be classified as secret societies under this definition. As McKown stated:<sup>3</sup>

... it is pertinent to point out that sometimes an innocent Sunday School Club, a Hi-Y, a dramatic club, or other organization with the best of social and moral ideals develops into a secret society ...

As a case in point, evidence exists that in 1953 some of the New York City Hi-Y Clubs actually were secret societies.

#### Why Do Secret Societies Exist?

There is general agreement among authorities in the field that the initial appearance of secret societies in a school is a strong indication that the social needs of the pupils are not otherwise being met.

An adequate and pupil-accepted program of extracurricular activities would appear, then, to be the best preventive. But once the groups have appeared, even the introduction of such a program of extracurricular activities seems to have little effect on the vitality of these secret groups, other than to inspire them to even greater efforts directed toward self-perpetuation.

Secret societies, generally speaking, do not "die on the vine," but appear to survive quite well legitimate competition from school-sponsored activities. A positive, tough-minded, and aggressive program of elimination is frequently the only course open to the infected school system.

#### Eliminating Secret Societies

The professional literature is replete with suggested procedures for the elimination of high school secret societies. Certainly a school confronted with the problem would be wise to study the approaches utilized successfully by other schools. Yet it must be held in mind that there is no procedural "royal road" which can guarantee elimination of these secret groups.

3. Harry C. McKown, *Extracurricular Activities*. New York: The Macmillan Company, 1952, p. 253.

Since schools, like people, are capable of infinite variety, techniques applicable in one situation would apply in another only to a limited extent. To minimize the possibility of failure, each infected school must accept responsibility for designing a "tailor-made" program of elimination.

There is, however, one common element: the basis for any positive and realistic program is essentially the legal right of local school authorities to move against the secret groups operating within the school.

#### The Law and Secret Societies

The structural pattern of American public education is such that the local school board operates only as the agent of the individual state. All the authority held by the local board is delegated by the state, which is sovereign in educational matters and is subject only to constitutional limitations. Local school boards have as their primary function the carrying out of the state educational program, as determined by the state legislature.

As creatures of the state, school boards are governed by state law. Two general statutory areas provide the opportunity for legal recourse, should it become necessary, for the school system attempting to eliminate secret societies. The first of these areas embraces those statutes which gave to the school boards the power to make and enforce rules for the conduct of the schools, and the second includes specific legislation which may have been enacted by the state to control secret societies in the public schools.

#### General Powers of the School Board

In the absence of specific legislation directed against secret societies, there is general agreement among legal authorities that local school boards have ample power to take action against these groups under their authority to make such reasonable rules as are necessary for the well-being of the schools.

The question turns, then, upon the "reasonableness" of the action taken against secret societies. What actions have the courts considered "reasonable" in this respect? Two hard-hitting and effective weapons have been endorsed almost unanimously by courts throughout the land:

1. The denial of extracurricular privileges to pupils violating an anti-fraternity rule; and,



2. The suspension or expulsion of pupils refusing to comply with an anti-fraternity rule.

Certainly the courts will not justify ill-considered and capricious actions on the part of the school board; if, however, the board can show that it has offered every opportunity to members of secret groups to disaffiliate, it needs have little fear that the courts fail to support the assessment of stringent penalties.

#### **Specific Legislation Directed Against Secret Societies**

There is general agreement that statutes prohibiting or otherwise regulating the activities of secret societies in the public schools will be upheld in the courts. As of 1954, twenty-five states have such legislation in force.

These are:

Arkansas	Mississippi
California	Montana
Colorado	Nebraska
Florida	New Jersey
Idaho	Ohio
Illinois	Oklahoma
Indiana	Oregon
Iowa	Pennsylvania
Kansas	Rhode Island
Louisiana	Texas
Maine	Vermont
Michigan	Washington
Minnesota	

In addition to those, Maryland regulates secret societies under a bylaw enacted by the state board of education, and Massachusetts controls secret groups under the provisions of more inclusive specific legislation.

In each of the aforementioned states, an option exists for the infected school system. The system may choose to proceed against secret societies under a program of elimination based on the specific anti-fraternity legislation currently in force. Or, if such is not the preference of the school system, it may choose to base its program on the general power of the school board to govern the schools. This option is of particular value in states where the anti-fraternity legislation is weak, or where its legality is in doubt—as in the case of an adverse attorney general's opinion concerning the statute.

#### **Suggestions for the Program of Elimination**

Examination of varied programs of elimination used successfully throughout the country gives rise to the following suggestions, which should be of value to schools confronted with the problem:

1. Well before any action is taken against the secret groups, a positive and sequential program of elimination should be prepared. This program should be a step-by-step procedure, specifically designed to meet the particular situation.

2. The program should be based upon a thorough knowledge of the law in respect to high school secret societies. If in doubt, assistance should be secured from local legal counsel, the state department of education, and/or the office of the state attorney-general.

3. The support of the superintendent and of the school board should be sought, since they appear to be essential to a maximally successful elimination program.

4. The program of elimination should include a provision for the gradual increase of pressure against secret societies, rather than a sudden and violent ban against their existence. This will lessen the likelihood of the program degenerating into a community fight.

5. The pledge card certifying non-membership in secret societies should be considered seriously for inclusion in the program of elimination as a valuable device for the identification of secret-society members. It is an excellent basis for the institution of disciplinary action against violators of the pledge, and its legality has been upheld by the courts.

6. In larger school systems, city-wide action against secret societies adds impetus and stature to the program. It should be sought earnestly, even if the problem exists in but a few of the city schools.

7. The program of elimination should be put into action only after the satisfactory completion of a comprehensive program of pupil, parent, and teacher education in the problem.

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Editor's Note: This article is from *A Study of Legal and Other Aspects of Secret Societies in the Secondary Schools*, a thesis submitted to the Graduate School of the University of Wyoming in partial fulfillment of the requirements for the degree Doctor of Education.

## **The Juvenile Offender--- A Book Review**

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*The Juvenile Offender. Perspective and readings by Clyde B. Vedder, University of Florida, 510 pages; Doubleday & Co., Garden City, New York, 1954.*

Within the last two decades there has been no social problem that has given more concern in the United States, as well as the world over, than juvenile delinquency. Professor Vedder, in his veritable encyclopedia dealing with the subject, has made a contribution largely for the reason that the book is a compilation of contributions made by outstanding scholars dealing with the subject and previously published in professional and technical journals. These are supplemented judiciously by introductory comments by Dr. Vedder.

The book is not only of value to those who deal directly with the problem, but equally so to parents and laymen, all of whom should avail themselves of the fine work accomplished by Vedder. The book is one of the Doubleday Publications in Sociology and Anthropology whose consulting editor is Charles H. Page, Professor of Sociology at Smith College.

The thirteen chapters include: The Juvenile Delinquent; The Extent of Juvenile Delinquency; The Economic Conditions and Familial Factors; Community Institutions. And here the book is of particular value to teachers, religious leaders, and recreation workers, for it discusses with appropriate Readings — such subjects as "Our Schools make Criminals;" "Who are our Truants?" "The Truant Before the Court;" "Church Attendance and Juvenile Misconduct;" and "The Comics War"—all with selected references.

Chapter V deals with Special Personality Problems; Chapter VI with Juvenile Gangs; Gang Activities—Gang "Morality" and organization—Girls and Gangs—The appeal of the Gang.

Other chapters discuss Apprehension and Detention; The Juvenile Court as an Institution; Trends in the Juvenile Court Idea; Probation; The Correctional Institution; Parole Supervision; and Sponsorship—and finally in the last

chapter there is very valuable information dealing with Community Responsibility. Here Dr. Vedder brings us face to face with problems and programs in the local community and offers articles on "Organizing a Community for Delinquency Problems;" "A New Viewpoint to the Juvenile Delinquency Problem," "Organized Efforts in Crime Prevention;" "Delinquency Prevention Begins at Home;" and "Let's Stop Fooling Around."

As we read Professor Vedder's fine contribution we are reminded as we finish a careful reading of the 510 pages, of the statement recently made by Bertram M. Beck, the director of Special Juvenile Project associated with the Children's Bureau of the U.S. Department of Health, Education, and Welfare when he says: If American parents and teachers could pick up this present widespread interest in juvenile delinquency, if the hostility therein inherent could be redirected against the genuine social evils which produce delinquency, if under this banner, so to speak, we could unite our communities in common cause, then we would not only solve the problem of delinquency, but would move much closer to true and adequate preparation as a nation for the tasks and struggles that lie ahead.

Editor's Note: Only rarely do we use book reviews, but occasionally a book comes out which should be of direct and immediate interest to teachers, parents, and others. Here is one which is reviewed by a man of wide experience in youth work—past chairman, Chicago Recreation Commission, member of numerous commissions, well-known author in the field, Associate Editor of YOUTH LEADERS DIGEST.

### **WE WON!**



A glimpse of the cheering section of Punahau School, Honolulu, Hawaii, as the football team won their first Honolulu Interscholastic championship in 29 years.

*Every reasonable phase of educational offerings deserves a place in the school curriculum—should be financed through proper channels; not by “gimmicks.”*

## **Practice Lags Behind Theory in Financing Cocurricular Activities**

**F**INANCING COCURRICULAR ACTIVITIES, country-wide, is on a catch-as-catch-can, hit-or-miss, educationally unsound basis, as a whole. This statement is based on the information received and compiled in two national surveys of “Best Practices in Cocurricular Activities,”<sup>1</sup> by the author of this article, together with his associates.

They have found, also that after the students have dug up the money in any way they can, the school administration generally demands, often backed by state law, that the funds be accounted for in a careful and business-like manner.

If the state school laws, the local school boards, and the administrators of the secondary schools were half as anxious to provide for the financing of cocurricular activities on an educationally sound basis as they are to see that the funds, once accumulated, are disbursed with proper checks and balances, the cocurricular program of the secondary schools of the country would be much farther advanced than it is at this time.

The actual financing of the cocurricular program lags far behind good educational thought on the subject. Leaders in the field of curriculum, including administrators, college teachers of teachers, cocurricular experts, and national educational organizations including these experts and others, have reached substantial agreement on the idea that cocurricular activities should be financed by the board of education.

The school board should finance cocurricular activities because such activities are a vital part of the curriculum of the secondary school. Cocurricular activities should be judged on this criterion and should be included or excluded as they meet or fail to meet the vital needs of boys and girls.

But in actual practice, the two national sur-

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veys previously mentioned, find that the reverse is true. More than 50% of those replying to the questionnaire secure funds for their cocurricular activities from money-making projects which include school dances, school plays, gate receipts from athletic events, bake sales, selling advertising to merchants (for inclusion in yearbooks, newspapers, handbooks, programs of all kinds), school movies, skating parties, sale of candy in school, “sale of merchandise,” magazine sales, “carnivals,” exhibitions, rummage sales, and donations.

One school even sells the school handbook. About 35% of those replying have individual fees for club membership, about 5% get help from local organizations such as P.T.A., Men’s Service Clubs, Women’s Clubs. Many schools use several of the above methods of raising funds for their cocurricular activities.

Only 9% use an over-all activity fee. These fees run as high as \$5.00 per student. Some of the cheaper ones are not all-inclusive. Over and over the replies say “each activity is self-supporting.”

A rather unique and well-organized method of raising funds is the following: “An emergency fund is raised by the student council with the help of the entire student body through a benefit program each fall. Also each self-supporting group has a set means of making its money and a set time in the year. No organization may encroach on the means or the time of another group. Money-making activities are spaced evenly throughout the year.”

Less than 10% of the schools reported that the board of education helped finance cocurricular activities in any amount. Some of the replies were enlightening:

“Only sports gets some help from the district.”

1. Professors Robert B. Patrick, Franklin A. Miller, and James H. Moyer of the College of Education, The Pennsylvania State University, have been conducting two national surveys on Best Practices in Cocurricular Activities in the Secondary Schools. The data in this article comes from these surveys.

"Self supporting except for athletics."

"School board subsidizes varsity athletics for \$2,400.00 per year and school assemblies for \$150.00!!"

"Self-sustaining. In no instance does school board donate any money."

"Board of Education donates \$50.00 for awards."

Although very few in number, less than 5% of the replies, school boards in states from all sections of the country, except the southeast, help to finance cocurricular activities, according to the replies to the questionnaire.

The criticism of the money-making schemes reported above does not mean that the writer believes that high school students should not help pay for their own education when the raising of money is an off-shoot of an educational enterprise. Fees, at least for non-pupils, may be reasonably charged for many school activities such as plays, concerts, athletic events, and exhibitions, when the educational experience is the honest reason for developing the activity.

If the activity is of the quality to bring in money to help the school, fine. But the exploitation of boys and girls, their parents, and the townspeople in general, to raise money for their own education, is wrong.

Then too, activities of any nature consume the time of teachers and pupils. If the activity is not educationally sound it nevertheless takes time and energy and enthusiasm which cannot be spent in furthering the education of boys and girls. There is so much to do and so little time in which to do it.

Hidden costs to parents, of educating pupils in the free schools of the United States, are already entirely too high. It is time that public schools reexamine their fees and assessments and dues and drives for money if education is to actually be for all the children of all the people.

The following is the outline of a proposal for developing an educationally acceptable financial program for cocurricular activities.

1. All cocurricular activities should be initiated when they meet an expressed educationally sound need for a group of pupils. Each cocurricular activity should be terminated when the need no longer exists.

2. Those sound cocurricular activities which by their nature bring in money should be encouraged to do so. The activities director must

be sure that the educational quality and quantity of the activity is defensible. The value of the cocurricular activity should, in no way be judged by its money-making potential.

Some examples: If the dramatic club produces a play worthy of public view, let the public pay a reasonable fee to see it, but the play must be produced primarily as an educational experience. If the public desires to pay to see a gymnasium exhibition or a football game, be sure to collect; but athletic events should not be scheduled because of the drawing power of the team at the gates. Let the salesmanship club function as salesmen in a sales campaign that can be justified in the school and the community as an educational enterprise.

3. All funds raised by all cocurricular activities without exception, should be placed in a central activities fund. All disbursements from the central activities fund should be made on the basis of need of the requesting activity and not on the basis of how much money each activity raised.

This idea presents a difficult task to the director of cocurricular activities and his cocurricular committee but it is one which they must solve. The alternative is the picture presented in the preceding paragraphs of this report. Every budget presents parallel problems.

4. The board of education will pick up the tab for what's left. This means that the school board has faith in its director of cocurricular activities and the cocurricular committee and also that the board keeps some check on how the funds are being spent during the year. This can be done by preparing a budget for cocurricular activities based on best judgment of needs and past expenditures and fund raising.

The survey of "Best Practices in Cocurricular Activities" discovered that after the funds are gathered, they are cared for in a business-like manner. In a great majority of the cases the money is deposited in the central office to the account of the specific activity which gathered the money. The money is disbursed through the central office by the school treasurer, a faculty member. In some cases the money is deposited with the treasurer of the board of education and disbursed through him.

In a very few cases the student council or the school bank is responsible for the bookkeeping.

On the whole the cocurricular funds are safely banked and disbursed according to good book-

keeping practices. Sometimes requisitions are in triplicate and must be countersigned by as many as three responsible agents!!!

The writer suggests that here too, good opportunities for learning are being overlooked by not giving students in specialized classes in the commercial department a chance to keep books and make inventories on real situations. Again, how will students learn to budget their own mon-

ey, or that of organizations in which they are officers, if they get no chance to actually practice under good supervision.

To encourage as many students as possible to practice the theory they learn in school and to provide as many opportunities as possible for them to act in managing their own affairs under as much supervision as they need, is one of the vital functions of the cocurricular program.

*A seemingly realistic trip is made possible by means of interviews, talks, pictures, correspondence, stamps, music records — making individual albums.*

## Maria and the Dancing Dolls

**G**RADE FIVERS IN OUR SCHOOL learn about *Our Southern Neighbors* in Social Studies. Interest in the Unit about Mexico is often perfunctory . . . "old stuff," . . . Since we live in southern California (Old California) which borders on that southern neighbor, most fourth graders enjoy California-Spanish Days as an Early American Experience Unit. The doll-house-sized countries in Central America delighted some. In fact most of the "travelers" were aroused to make a colorful "album" about her chosen country. Not even when we were visiting Panama had any one said, "When do we go to South America?" or "My grandfather sent me this when he was on a trip in Brazil. When do we study Brazil?"

We had about decided to simply follow the textbook order into the Southern continent, when Cita returning from Art class, with her smock over her arm, her curls flying in her hot, excited face, came up to me saying, "Our Art teacher was born in Chile, Miss Pell! When do we study about Chile?" That did it.

We visited Chile with great interest. During social studies class-time committees volunteered for all sorts of jobs. Girls who enjoy making maps labored with a large tag-board Chile, comparative charts to show the Pacific Ocean coastline of the United States and of Chile; the mountain ranges of each country, and the climate and crop belts. Girls who like to make things constructed city homes, ranch homes, crop symbols, and the "elevator" city of Valparaiso. Stamp collectors combined to present an exhibit of Chilean stamps, and planned talks about the

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*Westridge School for Girls*  
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Commemorative stamps. The group of students who weren't sure what they wanted to do became well informed visitors as they went through *National Geographic Magazines* for pictures of Chile which they mounted for display, and about which they planned explanatory talks.

From Art class the pupils continued to take back to class anecdotes about their teacher's home life when she had been a little girl in Santiago, Chile. One day, time was needed to tell the class about Señora's sister's cook in Santiago. Everyone took part as the thread of a folk legend believed by Chilean peasants was unraveled. The tale was about the wish of Maria, the cook, and her dream of how it came true when she saw the fig tree blossom at midnight on the Eve of St. John's Day. A contented silence reigned as the story ended. Then Ellen said, "I wish we could make a play about Maria. Vicki would be a good Maria."

For the next three weeks the social studies class time and project hours became scenes of tremendous self activated research and productivity. In Art class the stage properties were created—strawberries—baskets of them (strawberries originated in Chile), lobsters from the Islands of San Juan Fernandez, chickens for the soup, vegetables, a large turkey for roasting in the patio oven, a gay "calendario," that is such an integral part of all Chilean kitchens, huge wine bottles, and the delicious meat past-



ries, "empanaditas" made of paper plates folded properly, and painted a toasty brown.

Mothers' wardrobes were carefully combed to contrive accurate Chilean dress for Doña Carmen, Maria, her cook, Pedro, Maria's cousin, the huaso from Don Juan's ranch outside the city, as well as the trovadores, other huaso and peasant girls for dancing partners — at Don Juan's birthday party.

The physical education teacher volunteered to teach the Fivers the Chilean peasant dance, the cueca. But first it was necessary to solve two problems. As usual, the teachers acquired new skills along with the pupils! Where could we find the dance routine or the music? No disc jockey in the area; no classical record collection contained a cueca. "Chilean records do not ship well," said Phil Harris in Hollywood. It almost seemed like a dead-end, until some one suggested the Chilean consulate. A member of the staff was discovered in our town. His young American wife had made a hobby of learning the Chilean peasant dance, which no aristocratic Chilean would think of dancing.

Together, our teacher and Mrs. Grant worked out the sequence on paper, with the annotations for the charming scarf gestures which accompany the steps. Still there was the problem of the music! Everyone could appreciate why Mrs. Grant did not relish the idea of lending her one cueca record! Again the pupils, themselves, found the answer. "My Daddy will cut a record on our recording machine," volunteered Julie.

Now we were indeed ready. Each youthful huaso costumed in tight black pants, black bolero jacket, colorful shirt, black, low-crowned, wide brimmed hat, the long tassel of the bright red sash correctly dangling over the left rear pants pocket and matched by the slender, long scarf the dancer uses, escorted a ballerina skirted peasant girl, with flowers in her hair, and a similar slender white scarf for her share of the dance.

Each noon hour, for two weeks, the youngsters gave up their playtime voluntarily to learn the cueca routine.

For a whole school Assembly program the play was presented with much success and enthusiasm. Parents took movies of the cast assembling. Upper School girls volunteered to make up the participants. Eighth graders volunteered to usher. One of the sixth graders took photographs of the individual actors for

the school magazine. We all learned to work together and got really acquainted.

### **Maria and the Dancing Dolls**

Written by Susana Guevara Mueller

Presented by Grade 5 Social Studies Class

Miss Pell, Directing

February 24, 1954

Prologue: Mrs. Mueller

Act I. The home of Don Juan and Doña Carmen Romero. Santiago, Chile.

Scene 1. The living room.

Scene 2. The kitchen.

Act 2. Evening of the same day.

Scene 1. The garden.

Scene 2. The kitchen.

Act 3. The next morning.

Scene 1. The kitchen.

The caste in order of appearance:

Maria, the cook	The Lobsters
Doña Carmen Romero	El Huaso, Pedro
The Pig Bank	Other huaso
The Turkey	Trovadores
The Cream Pitchers	Cueca dancers

On Friday of this eventful week came the Unit Test on Chile. "OOOOH! Miss Pell, we can't write the test. We haven't studied the book," the class worried. Whereupon a solution was proposed. "How many would like to try to write the test — remembering what we learned in the play?" With unanimous consent the group chose to write the test, albeit a little nonplussed by this carefree method of "doing" social studies! When the papers were read and scored all worries were relieved. In fact one of the pupils commented, "There were so many things we knew that there were no questions about!"

The following week during the social study class time we climbed the Andes and stood before the Christus statue long enough to learn the inscription thereon by heart before the committees were at work learning about Argentina. There were frequent nostalgic reminiscences about the busy play experience. Then the "happy ending" came.

Our school has for many years had a twin sister school in Le Havre, France. During the week following the play, the time came for each grade to choose a project about school work to

send to L'Ecole des Filles in Le Havre. Penny asked, "Could we send them the story about our play?" That proved a general choice. The topic for the story of the week was set: How we came to have our play.

Each girl wrote the best story she could. A committee of pupils and two teachers read the stories and selected one well-fitted to explain the experience to little French girls. In pairs, we worked to complete the booklet—covers, and cover design; title page and table of contents; a

clear copy of the original story; as well as a neat copy of the play; photographs of the cast, and two group pictures taken by parents, were mounted to illustrate the play; two of the better test papers were neatly copied to complete the project. Altogether the little book made a most interesting share for Grade Five in the School's exchange package.

Everyone enjoyed great satisfaction in thus sharing the pattern of our own happy experience with friends across the sea.

*Participation in extracurricular activities helps students to attain social, physical, spiritual, mental, and emotional maturity as well as promoting guidance.*

## **Relationship Between Guidance and Extracurricular Activities**

**I**T IS EVIDENT that too little emphasis has been placed on the interlocking relationship between guidance and extracurricular activities. If clubs and social affairs do have therapeutic value, then how do they fit into the picture of helping the individual become an integrated personality?

Before we can offer evidence that the activity program can enrich the guidance services, let us examine our concepts of guidance relative to the individual.

Ideally conceived, guidance should be concerned with the whole student, not just his intellectual life alone. It is only when we consider the student as a total person that we begin to understand him.

In other words, we must know what the student is and what he has been up to now before we understand the "sum total" of his personality. We must consider that every aspect of the individual is significant, his thoughts, his attitudes, his values, and his behavior.

If our objectives are to be directed toward helping the individual as an integrated "whole," then our efforts must include the development of every facet of the student's personality and potentialities. We should be interested in his social and emotional development, his religious and moral values, and his physical condition.

It seems significantly important that a guidance program consider the student's need to es-

**MARTHA WHITAKER**  
*Senior High School*  
Millington, Tennessee

tablish satisfying intellectual, social, and emotional relations with the opposite sex. Too, the basic need for the students to feel secure in school must be considered. This includes family, friends, and other social groups. There must be a feeling of growth or achievement in at least one area of his life. In other words, emotional and social maturity are just as important as intellectual learning.

The most valid type of school program, as a whole, has its effectiveness in helping young people to get ready for the world in which they are to live. There are a number of factors to be considered if a school program is planned so that it will actually be effective in preparing young people. The combination of subject matter appropriate for all pupils and subject matter appropriate for developing interests and abilities of individual students should make up what might be referred to as the "right things to learn."

In the light of this premise, all extracurricular activities would start realistically from where the student is—not from the point of development at which we would like to find the hypothetical average student. The individual's current drives, interests, and needs are accepted as a significant point of origin in developing a program of extracurricular activities.

Froelich, in his book on Guidance Services in Smaller Schools, says, "Guidance workers have been proven to regard extracurricular activities as a frill as have other educators. Almost all interests of adolescents can be used as the unifying core of a club."<sup>1</sup>

This idea is advanced in Erickson's Basic Text for Guidance Workers when he says, "The informed teacher sees in clubs, formed as they are on the basis of interests, a readier means for shaping wholesome attitudes. An adequate number of effective clubs is of paramount importance if the secondary school is to assist in furnishing youth with wholesome growth."<sup>2</sup>

Through the media of extracurricular activities the counselor definitely has a chance to develop the guidance program. As indicated in Froelich's book, "Many of the social and personality needs of pupils can be best met through these projects."<sup>3</sup> When a socially maladjusted student has already demonstrated inability to associate with others it is useless to advise him to join clubs. However, a counselor can help the student gain insight into his problem and then help him to get into a group in which he can be accepted.

The adolescent strives for emotional maturity. Jane Masters seems to think that "Participation in extracurricular activities offers him valuable aid in developing emotional balance and restraint. Social expectancy causes him to modify attitudes of aggressiveness, hostility, and lack of consideration for others."<sup>4</sup> So the student learns that if he is to be accepted by the group, there are certain rules and regulations that must be adhered to.

Individuals have to learn to make decisions and be able to abide by their decisions. As Jane Masters points out, "The student must weigh values against values. When, for instance, loyalty outweighs popularity, he sticks to the underdog friend and risks the scorn of the group."<sup>5</sup>

Fraxler says, "The average pupil takes part in three or four activities."<sup>6</sup> However, at one extreme we find students who are so actively en-

gaged in extracurricular affairs, their academic work suffers. By the same token we find the extremely shy child who does not belong to any club. Here it is important for the counselor to help these students at both extremes select a more "balanced" program of activities. It is just as important that the counselor give help in choosing extracurricular activities as academic choices.

Froelich seems to think that, "Examples of socialization needs which can be met by extracurricular activities are myriad."<sup>7</sup> Too many students do not want to take part in social functions because they are not sure about what they are supposed to do. So it seems only reasonable to assume that if the students can be placed in extracurricular activities in which they can learn how to function with ease in social situations that it would go a long way in helping the student become a more socially acceptable person.

Another need of the student that is most important is the need of the new student to acquire new friends. This need can certainly be met in the extracurricular program. Froelich is significantly correct when he says, "The counselor can help him make a more rapid adjustment by facilitating his placement in an extracurricular activity where he can meet a number of students."<sup>8</sup>

Extracurricular activities are certainly a means of helping students determine a vocation. If a boy thinks he might be interested in becoming an athletic coach, he may become active in coaching the school softball team. If a girl thinks she might be interested in kindergarten work or elementary school teaching she might gain valuable experience if she takes part in the child-care project sponsored by the home economics club.

So it is easy to understand that if we are interested in seeing that the child attains social, physical, spiritual, mental, and emotional maturity, that a close relationship does exist between guidance services and extracurricular activities. If the schools are to function as a laboratory for democratic living, then extracurricular activities will be utilized by the guidance director as a means of helping the individual student become a more integrated and mature person.

7. Froelich, Clifford, *Guidance Services in Smaller Schools*, McGraw-Hill Book Company, New York, 1950.

8. Idem

1. Froelich, Clifford, *Guidance Services in Smaller Schools*, McGraw-Hill Book Company, New York, 1950.

2. Erickson, Clifford, *A Basic Text for Guidance Workers*, Prentice Hall, 1939.

3. Froelich, Clifford, *Guidance Services in Smaller Schools*, McGraw-Hill Book Company, New York, 1950.

4. Masters, Jane, *High School Personnel Work Today*, McGraw-Hill Company, Inc., New York, 1946.

5. Idem

6. Fraxler, Arthur, *Techniques of Guidance*, Harper Brothers Company, New York, 1945.

*A junior high school newspaper is valuable in promoting school spirit, practical procedure training, and projecting various activities into the community.*

## First Aid for Public Relations

**A**RE YOUR junior high school public relations in need of a boost? Does it seem to you that every time one of your school's youngsters gets in trouble the newspaper spreads it all over the front page, but that it never prints a word about the days when excellent behavior is prevalent in your student body?

Then what you need is your very own junior high school newspaper. A paper that will present a picture of what is going on at the school in all phases, academic and extracurricular. A paper that will print, as news, the names of the twelve students who make the "A" honor roll, and the story of the fun the cooking class had learning to plan meals which included the basic foods, and will want to share with all its readers the results of the student council drive to collect money for the March of Dimes. A paper that will have as one of its objectives the "selling" of the school to both its own students and to the community in which it is located.

Any junior high school can have such a paper with a little thought and planning. Establishing such a paper does not mean that a class must be added to an already crowded schedule, either. An English class of "handpicked" students of superior ability who need the challenge the extra work will give them makes an excellent junior high journalism staff. Provide such a group with an energetic teacher who isn't afraid to experiment, then sit back to enjoy the fresh liveliness of the first school paper.

Mrs. Rachel Womack, English-journalism teacher at University Junior High School in Austin, has found that spending the first month of school on the study of journalism fundamentals from a standard textbook gives her class the needed know-how to do an outstanding job on the school paper. After that introductory period, assignments are made and written in class for each of the semi-monthly papers and work is closely related to the English study which is based on the magazine, *Practical English*. No text, other than an anthology of literature, is used. Each week the class studies the current issue of the magazine, working the assignments and problems presented in it and reading those

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*Wm. B. Travis High School*  
Austin, Texas

selections assigned in the anthology besides preparing stories for the paper. Every two weeks during the entire school year this busy group publishes a four page, lithographed paper which consistently places in the top category of junior high papers in Texas' Interscholastic League Press Conference ratings.

Just what kind of paper should your school publish? The medium of publication really doesn't matter as long as the contents of the paper emphasize good stories written in the typical breezy junior high style which tell about the students—their work and their fun. The paper may be mimeographed in the school commercial department. It may be printed in a local print shop.

Some junior high papers are printed as a part of the city newspaper, while still others are produced by the offset (lithography) method. The junior high paper isn't going to compete with the professional paper. It is going to supplement it, presenting a picture of the school that no downtown paper would have the time or space to use.

How often should the paper be published? Once a month is probably often enough. However, both O. Henry and University Junior Highs of Austin issue their papers every two weeks, papers that do excellent public relations jobs for their schools.

Finances, of course, will determine how often you feel your school can afford a paper. To pay for the paper, and even a mimeographed one will cost some money to produce. Many schools sell advertising space to merchants, thereby providing the businessman with a good investment for his money by bringing his ad to the attention of the junior high audience and their parents. Other schools supplement the advertising revenue with subscription money.

It is wisest to keep subscription rates at a minimum so circulation may be as large as possible. It takes readers to achieve the paper's goal of telling the school's story to its pupils

and their parents. A student who cannot afford to buy the paper cannot read the story. Still other schools subsidize the paper as they realize the benefits from the paper and its message more than repay the cost.

Last year at least twenty-three junior high

schools in Texas had recognized the value of the school paper as that number were enrolled in the Interscholastic League Press Conference. As more and more junior schools see that the high school has no monopoly on this method of improving public relations, the list should grow.

*Members of Latin Club are really active — sponsor Roman Banquet, initiation ceremony, homecoming parade float, Christmas tea, program skits, etc.*

## Latin Students Have Roman Banquet

**H**AVE YOU EVER HAD A SECRET DESIRE to live as the Romans did? Do you think it would be pleasant to lie on your pillow while you languidly drink your wine? Would you like to spend an hour or more eating your meal? And would you like to have a slave (or maybe two!) just waiting to fan you or to bring more food or drink? You would? Come with us some night in May. We'll attend a Roman Banquet—not in Rome, but in the little town of Knoxville, Illinois.



We wish you could have been with us the evening of May 10, 1954, in the study hall of Knoxville High School. The pink walls were decorated with large gold letters, proclaiming that this was the "MAGNUS FESTUS DIES," the "day of the great feast." The floor tables were laid out in an angling form and were decorated with greenery and red blossoms. At each guest's place was a gold scroll which bore his Latin name. Inside the scroll were listed the menu, the names of the mothers who prepared it, and the students who served it. For each guest, there was also a gold and purple program in the shape of a Roman Ship. It contained the order of the program and characters of the play.

The fifty-six toga-clad club members and their guests were called to dinner by trumpet blare and were welcomed by the Latin Club president. Special guests included the superintendent of schools, principal of the high school, a member of the school board—and their wives, and a representative of the faculty. Another

**JANET ENGLAND**  
*President of the Latin Club*  
**Knoxville High School**  
**Knoxville, Illinois**

special guest was the editor of SCHOOL ACTIVITIES magazine. It was his wife, the late Ruth Hord McKown, who was the organizing sponsor of the Club. In her memory Dr. McKown and his daughter established the Latin Awards—a book to the outstanding student in each Latin class each year, with duplicate copies going to the high school library. The guest speaker was Craig Lovitt, a young newspaper editor from Knox College. Also welcoming the guests was the Latin teacher and the busy sponsor of the Latin Club, Mrs. Harriette Huston.



As the dinner guests reclined on their pillows to drink their "wine," the slaves brought wheat wafers, and fruit in large golden bowls. (The slaves were the boys and girls who will take Latin I next year.) The complete menu was wine (grape juice), wheat wafers, assorted fruits, mock chicken legs, parsleyed potatoes, corn, wheat rolls, honey, cake with lemon sauce, and milk.

There was no need to hurry at this Roman banquet so each one ate his fill and nibbled at the fruit while waiting on the slower ones. The club members who had a younger brother or sister acting as a "slave" seemed to need more personal service than the others.

After the feast, the mothers (the cooks) were called in and presented with gifts in appreciation of their assistance. An original play, entitled



"Mors Reginae," (the Death of the Queen) was then presented. It had been written by Walt Bradbury, a club member. The cast included—Anthony, Cleopatra, Octavius, Slave, Farmer, Messenger, Guard, A Man.

The little play was presented cleverly and hilariously. Not only did the queen die, slowly and agonizingly, but the play was forced to an end by the death of the whole cast, one by one.

The highlight of the evening for both students and guests was listening to Craig Lovitt tell of his trip behind the "Iron Curtain." Mr. Lovitt, a senior at Knox College, and editor of its newspaper, *The Knox Student*, and six other college editors were allowed by the Russian government to tour certain sections of the USSR for three weeks.

He illustrated his talk with slides that he and his friends had taken on their trip. He called Russia a "Land of Paradox," for they found progress and poverty, religion and Godlessness, scientific advancement and mechanical backwardness, and literacy and ignorance. After his formal speech, he answered many questions put

to him by the boys and girls. Not only was his information helpful to them, but it brought out the fact that the young people in school today are deeply interested in knowing how all of the world lives, and highly appreciative of what they have in their own country—and school.

But the annual Roman Banquet is not the only activity of the Latin Club. Other special events are a potluck supper and initiation ceremony in September, a float in the Homecoming Parade and an original skit in the evening Queen-crowning program (for the last three years the Latin Club has won first place in this program), a Christmas tea and program for the mothers of Club members, and a wienie roast in the late spring.

The Club's monthly meetings combine business and pleasure—songs, stories, skits, stunts, puppet shows, observance of Roman holidays, fashion shows, and other appropriate numbers reflecting the people, customs, activities, language, and literature of those early times.

Little wonder that the students of Knoxville High School find Latin an intriguing subject!

*Student participation in the extracurricular activities program can be promoted by the school publication, orientation program, assembly programs, etc.*

## **Ways to Stimulate Engineering Students' Interests in the Extracurricular Program**

**H**OW CAN WE INTEREST STUDENTS in attending our dances? How can we recruit members for our newspaper, yearbook, and handbook staffs? What can we do to increase attendance at assemblies and convocations? By what means do fraternities acquire new members? By what ways can leaders in extracurricular activities be awarded?

These are the kinds of questions that leaders of the extracurricular program and their faculty advisers ask so that their program is successful in fulfilling its aim to meet the needs of the student body.

To learn how other engineering colleges solved these problems, the author prepared a questionnaire and sent it to 140 engineering schools approved by the Engineers' Council for Professional Development. One hundred and ten replies were received. The question was phrased:

**H. A. ESTRIN**  
*Newark College of Engineering*  
Newark, New Jersey

What means or devices do you use to arouse students' participation in the extracurricular program pertaining to assemblies, athletics, fraternities, orientation, publications, and dances?

Most colleges agree that effective publicity is the most common means to arouse students' participation in the assembly program. The college newspaper is the chief organ for publicity. Attractive posters and notices sent to the students or hung on the bulletin boards were other specific uses of publicity.

Other colleges stated that programs of general interest and speakers selected by the students helped to arouse interest in the assemblies. Sev-

eral colleges had compulsory attendance at assemblies. Personal contacts by the faculty or the student also increased interest. Dismissal of regular classes, the issuance of door prizes, and a dollar fine for non-attendance improved attendance to assemblies and convocations.

To arouse students' interests to join the various publications of the college, many colleges send notices to potential staff members and in the college newspaper publicize the advantage of joining the staffs. Service on these publication boards usually enables one to receive credit to join a collegiate journalism honor society.

Sponsors of publications may arouse students' interests in publications by stressing the individual's achievement, workmanship, his service to the college and the honor of being a staff member. At several universities the School of Journalism controls the staffing of the newspaper, yearbook, and handbook. Also, several colleges stated that they give a salary and a bonus to the editors and business managers of the newspaper and the yearbook.

The Orientation Program is required at almost all colleges. The survey indicated that personal contacts are an effective means of orienting freshmen. Some colleges stated that they use the Big Brother System, whereby an upperclassman aids and advises a freshman concerning his academic and social problems. Also, student leaders of the college are made an integral part of the Orientation Program. Many colleges stated that the student handbook was a continuing guide for student orientation. At several colleges the Freshman Camp serves as an excellent device for orienting students.

As for fraternities, rushing parties, publicity in the various college publications, and personal contacts are the principal means of arousing students' interest in joining a fraternity. Several colleges stated that through the concerted effort of the Interfraternity Council a specific program and a schedule are prepared to coordinate the "rushing" of freshmen. It was also pointed out that the program of most of the fraternities is handled completely by the students, with little aid from the faculty.

Advertising by posters and by write-ups in the college newspaper, colleges agree, is the most successful means of getting students to attend dances. Other effective methods are the hiring of a popular orchestra, the use of radio broadcasts, and the sale of a season dance ticket. Gen-

eral promotion of social affairs by members of the faculty and the administration is an ideal method to arouse students' interest.

To reward student leaders who participate in the extracurricular program, most colleges offer awards, such as keys and medals, membership in honor societies and recognition in "Who's Who in American Colleges and Universities" or in a column of the campus newspaper. Some colleges sponsor an Honors Convocation or an Awards Day, at which these students receive public recognition for their work and their service to the college. Personnel directors feel that this presentation of awards also stimulates the interest of other students to participate in the extracurricular program.

If student leaders wish to continue an ongoing interest in a dynamic extracurricular program, they should:

1. Learn and use good public relations and such advertising techniques, as the use of attractive posters, timely press releases in the college and local newspapers, and notices to the students.

2. Issue a student handbook which should list the various types of activities and their faculty advisers, explain the college's philosophy of the value of student participation, and describe the eligibility rules of each activity.

3. Encourage the members of the faculty and the administration to assist in promoting such activities as publications, social affairs, athletics, and student government. These advisers not only will help to arouse student interest but also will help to recruit new members for these designated areas of the extracurriculum.

4. Sponsor an Honors' Convocation or an Awards' Day to recognize the service of those students who participated in the extracurriculum.

5. Try to establish honor societies so that student leaders will be tangibly rewarded for the service that they rendered and that non-participants will be inspired to participate.

6. Enlist the aid of student leaders in the orientation program, in the Big Brother System, and in whatever personal contacts would encourage other students to participate in the extracurriculum. Informal group discussions, personal "sales" talks at registration, orientation lectures by student leaders, and fraternity smokers are media through which student leaders may meet other students.

*The importance of high school athletics cannot be minimized—however, the program should be judiciously controlled so as to be beneficial to participants.*

## Why Discriminate in Sports?

**D**ISCRIMINATION OF ANY SORT today is attacked with vengeance; and it should be, for it is one of the most important deterrents of our democratic way of life. One phase of discrimination which has received little or no attention is the discrimination against athletes capable of doing only sub-standard academic work.

For a number of years now we have had in New Jersey (other states have similar rulings) a set of rules governing eligibility for varsity type sports. Although there are a number of rules, the ones of primary importance to this discussion are the following:

1. To be eligible for competition in games and athletics of the high school division under the supervision of this Association, contestants must be under nineteen years of age. If a boy reaches the age of nineteen during a sport season, he shall be allowed to play for the duration of that season.

Note: The Executive Committee of the N.J. S.I.A.A. has ruled, in connection with the administration of section 6, that the following will be recognized as the official opening dates of the various sport seasons:

September 1—Football, cross-country, soccer.

December 1—Basketball, indoor track, swimming, wrestling.

April 1—Golf, outdoor track, baseball, tennis.

2. The number of semesters in which a boy may be permitted to represent a public or Catholic high school shall be determined by the date of his entrance and registration, the 9th grade if a four-year high school; the 10th grade if a three-year high school. He is then eligible until the class in which he was originally enrolled is graduated.

Note: Honorably discharged veterans from all branches of the service are not affected by this rule.

3. At the close of a semester, a pupil must receive a passing grade in each of three or more studies equaling seven and one-half ( $7\frac{1}{2}$ ) regular high school diploma credits in order to be eligible for athletic competition the following semester. This shall not apply to incoming students from grammar school. A student eligible

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at the beginning of a season shall be allowed to finish that season.

The rules listed above are arbitrary, but the first two are clearly defensible. If competition were not restricted to four years, some schools would start their grooming of a team in seventh or eighth grade. The objection to this is probably the harm that could be done to the boys.

In seventh or eighth grade boys are really not ready for varsity competition physically; and, secondly, this "feeder" system emulating the major leagues tends to create too much of an atmosphere of professionalism instead of sport for sport's sake, with its many concomitant and desirable learnings.

Restricting participation to those under nineteen is a necessity insofar as the break-off point must be put somewhere; nineteen is an acceptable figure because most boys are through school by that time.

However, the rule which should receive serious objection is the blanket rule that all participating athletes must maintain what amounts to a "C" average or better to play. It seems the reasoning behind it is that any boy to merit the privilege of representing his school must not fall below this "C" standard of achievement. There seems to be a number of things wrong with this premise.

First of all, it is held that athletics should not interfere with one's academic pursuits, but it should not demote an "A" student into a "B" student any more than it should make a "C" student become a "D" student. Yet this is not considered in the ruling. If athletics overtax a youngster's energy or mental factors he should not participate; or at most, only to a limited degree, regardless of the place on the scale of grades that he happens to achieve.

Secondly, because of marking policies, or the lack of them, in many schools a "C" is not always a "C"; hence, somebody declared ineligible in one school, having a strict marking policy, would not be ineligible in another school.

There is also this facet to the problem. Certain teachers may close their eyes to the academic shortcomings of star athletes. This, then, degenerates to not what you know or how well you produce, but to whom you know and what school you happen to be in. Surely, this can not by the widest stretch of the imagination, be interpreted as a policy of equity.

Another fear on the part of some, is that the school athletic program would be inherited by the slow learners, and hence, the good name of school would be jeopardized. The people fearing this usurpation have not availed themselves of the facts. To be sure the number of athletes not actually capable of maintaining "C" work are in a minority at most, but this is where discrimination has its greatest effect—on minority groups.

Psychological studies bear evidence to the fact that athletes are not largely long on brawn and short on brain. Quite the opposite is actually the case.

The comment at this point will likely be: What has been said is all well and good, but who decides whether a student is working up to capacity or not; who decides whether participa-

tion in sports is hurting him academically. It should be especially noted at this point the results of many studies to determine whether athletics interfere with a boy's studies have proven conclusively that, in general, a student's marks do not drop; but rather that they rise!!

We are at present maintaining in many of our school systems guidance counselors and psychologists. Would it not be possible for these highly trained people to decide whether a boy were working up to capacity and if not, why not? It seems to me they are supposed to ascertain these facts notwithstanding the influence of athletics.

Why then, should we refuse a small group of students the opportunity to participate and excel in the area of the school program that they can. We pride ourselves on our adaptation to the individual. We are theoretically striving to flex our school curriculum to meet the abilities of all. Is denial of one's chance to contribute to the school program, and by so denying, inhibit one's effort to attain a wholesome adjustment to school and life, our way of demonstrating our belief in democracy in education?

*Much practical knowledge and experience are acquired through student participation in a survey involving various interesting activities and procedures.*

## **Pompton Lakes Seniors Take a Census**

**D**URING THE SCHOLASTIC YEAR, 1953-54, the seniors of Pompton Lakes High School engaged in a project to demonstrate service to their communities. In keeping with their studies on good citizenship, political awareness, and unselfish public service, the U.S. History II classes conducted two census-taking activities for Pompton Lakes and Oakland.

The Pompton Lakes census was accomplished on school time, but Oakland's was done during the Christmas vacation, during which time the seniors gave four days of service to their community.

This census project started as an idea which followed the success of the senior class of 1953 in getting people registered and voting. That activity led the superintendent of schools to think that there were other areas in which the students might be of service to the community. At the same time, such an area would be helpful to the

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*Pompton Lakes, New Jersey*

students and use could be made of their experiences in the social studies classes.

During a conference of supervisors and teachers last summer, the superintendent mentioned the civic activities of the social studies department and stated that the census project would be the next activity. Once the idea was proposed, the follow-up was planned with the U.S. History II classes.

The organization and operation of the census-taking-project was an involved and complicated undertaking which confronted the administration and the social studies department in order to launch this activity and bring it to a successful conclusion.



First, community maps were taken to the history classes so that the students could orientate themselves to the borough layout. The town was divided into 17 districts, and individual maps were made of each district. These maps, naturally, included the streets and boundaries of each district.

Next, committees were drawn up and assigned to the 17 districts. The district committees, with five to eight students, were listed on separate pieces of paper according to the district assigned. The small district maps were then attached to each list so that the committee members could familiarize themselves with their areas. To them was given the responsibility of ascertaining that each street was adequately canvassed and, when completed, blacked out on the master map.

The census cards were next. Each student was given cards and instructions given as to what information was to be sought and how to mark this on the cards properly.

Thus prepared with their cards and the map orientation and assigned streets, the committees went to work on a Monday morning. Each morning, the seniors reported to the U.S. History II teacher and signed up with him for the periods during the day in which they would be out taking the census.

Seniors were excused from study, gym, history, domestic science, and art. Each period, a list of students out that period was sent to the above-mentioned teachers concerned. Thus, as accurate an account as possible of the whereabouts of each senior was maintained.

As cards were completed, they were returned to the social studies teacher. He then checked each card for legibility, correct information (such as markings, ages of children, etc.) and tabulated total children, pre-school, elementary, high, parochial, others in the home, and total number in household and employment status.

Cards incorrectly filled out or with information missing were pulled out. These were then returned to students for them to obtain the information unless the administration of both schools could secure the data from their records. People not at home or who would not cooperate were marked appropriately on the cards.

"Not at home" cards were referred to Pompton Lakes students who visited at night to secure the data. "Would not cooperate" cards were

handed to the administration, who sought other means to get the card filled—either by direct contact by school officials or, if need be, by local officials.

By Friday of that week, the seniors completed the task. There were many "not at home" cards, and these were tracked down over the week-end by seniors who lived in the community. This was done on their time. In some instances, teachers and administrators completed some of these. All in all, a fair estimate of canvassing would be 98% of the homes covered by this project.

The final tabulation was accomplished under the supervision of the superintendent of schools. Cards were given to the math classes for tabulation. The superintendent had the cards divided into two districts, north and south.

During the weeks that followed, stacks of cards were checked by teams of students in the commercial department. Under the guidance of the Business Education teacher, charts and graphs were compiled, and groups used the adding machines to check and double-check the lists made. Thus, the accuracy of the final results could not be doubted and the information gleaned could be relied upon.

The operation of the census taking has many positive features and contributions. First, it aided in establishing good public relations with the community. It again proved that Pompton Lakes High School keeps abreast with the times and the problems of the borough.

Actually, carrying out this scheme indicated to many that the high school student applies what he learns in the classroom. To the community has been given a wealth of information, beneficial and helpful to them in clarifying for the public the future educational status insofar as plant facilities are concerned.

To the school it offered a fine opportunity to put to use another teaching aid which brings to the school added prestige and additional proof of achieving its aims and objectives. It presents additional weapons for the educational system to use when the critics point the accusing finger and state that the job is not being well done.

In reaching toward its goals, the school proves it is doing the job assigned to it—that of not only teaching subject matter, but also of applying that matter to practical use and developing civic minded citizens for the future. What more could be required of any school?

To the U.S. History II classes it provided the



opportunity to show students what could be expected in the course of study. It was another step to the development of citizenship through active participation in community affairs.

The students gained much. Once the project was organized, theirs was the responsibility to carry it out. Many occasions arose in which they could have used the time as an excuse to leave and yet not produce. However, the results showed that each student assumed his share of the responsibility.

The pupils talked to people, saw the complicated machinery of town management, realized the obstacles facing civic organization, and grasped a fuller comprehension of democracy at work. Hours of classroom discussion and explanation could not accomplish the learning gained in the few days of actual "learning-by-doing" which the census plan gave the students.

## What You Need

### THE PASSING SCENE

"The Passing Scene" presents many statistics on the hows, where, and whys of traffic accidents as an antidote for the sickness of avoidable accidents.

Fourteen cartoons by some of the nation's leading cartoonists are spaced throughout the 32-page booklet to emphasize such statistics as those for excessive speed, the most dangerous driving mistake during the year, week-end crashes, and pedestrian death, jay-walkers keeping this figure high.

The 20th annual edition of the booklet also shows such facts as 80 per cent of vehicles involved in fatal accidents were traveling straight ahead and Saturday was the most dangerous day to drive.

Copies are available for the asking from the Travelers Insurance Companies, Hartford, Conn., or their representatives.—School and Community

### 225,000-MILE PROVING GROUND

This 16-mm. sound motion picture in color replaces two older films entitled "On the Track" and "Whistle in the Night." The new film is presented by the American Association of Railroads and may be shown in approximately 19 minutes.

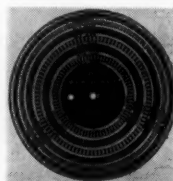
This film tells the story of how America's vast railroad network keeps up to maximum ef-

iciency through continual research, invention, and investment. The film shows the spectacular change-over from steam power to Diesel power. The centralized traffic control used in large railroad terminals is shown and explained in the film. The film points out the vast amount of shipping that is done in various types of railroad cars and points out the important part that railroads have played in the economic program of the United States.

"225,000-Mile Proving Ground" may be obtained from the Princeton Film Center, Incorporated, Princeton, New Jersey. Free rental except for transportation charges.—The Balance Sheet

### STROBOSCOPIC SPEED-TEST DISC

Rek-O-Kut Company has announced the availability of a new Strobic disc for checking turntable speeds. It is printed in two colors, each pattern band being alternately red and black.



The Rek-O-Kut Stroboscopic card, as it is called, is designed for all speeds: 45, 33 1/3, and 78 rpm, at both 50 and 60 cycles. Complete instructions are furnished on the card.

The cards may be obtained free, on request by writing to: Avery Yudin, Rek-O-Kut Company, 38-01 Queens Boulevard, Long Island City 1, New York.

### PORTABLE WIDE SCREEN

Wide screen motion picture projection is now in the advance amateur and semi-professional phase as it enters the 16-mm field. To satisfy the bulk of demands for this new projection process in the educational and industrial markets, the new portable Radiant CURVEX Screen has been designed. Radiant Manufacturing Corp. produces these screens in sizes from 5 feet to 20 feet wide.

This screen is made with a highly reflective silver fabric that is two and one-half times as wide as it is high. The picture is projected on the screen with an anamorphic (squeeze) lens that shows an image which approximates the wide expanse of normal vision, thus giving the viewers a sense of being in the picture, without the use of special glasses. The aluminum framework of the Radiant Curvex Screen curves the fabric to help increase the illusion of depth and to give better reflected light distribution throughout the area of observation. The company is located at 2627 West Roosevelt, Chicago 8, Illinois.

# ASSEMBLY PROGRAMS

## for February

Activities are gay and glorious. They emphasize the nation's heritage. February brings birthdays, Brotherhood Week, and Boy Scout Week.

Debates and discussions are on the assembly agenda. William Sharpton of Blackwell High School, Blackwell, Oklahoma, states that a debate is presented annually in assembly. A visiting team from another high school is invited; the national high school topic is used.

### Directing Discussion Activities

Discussion is "the cooperative deliberation of problems by persons thinking and conversing together in face to face or co-acting groups under the direction of a leader for purposes of understanding and action."<sup>1</sup>

Discussion in or out of the classroom is based on the principle, the procedure, and the application of reflective thinking as proposed by John Dewey. Although discussion lays the foundation for debate, the students need to learn to investigate, evaluate, and cooperate in solving problems by five definite steps.

Discussion as an activity has been influenced by colleges and universities. When Dr. John Keltner joined the faculty of Oklahoma University, he organized and promoted the state contest through the State League. Professor I. G. Morrison of Phillips University at Enid, Oklahoma, directed the first high school discussion contest in November, 1947. With the publication of textbooks, the influence of speech teachers, extension and league services, interscholastic discussion is slowly developing.

Three problems are selected by the NUEA every year. These problems are based on fact, value, or policy. This year the three concern foreign trade or a problem of policy.

Directors are obligated to teach discussion by a classical outline based on Dewey's five steps. This should be done early in the school term,<sup>2</sup> preferably in the basic course of speech.

Specific outcomes from training in reflective thinking were given in a lecture by Dr. James H. McBurney on July 6, 1954. They include:

1. James H. McBurney and Kenneth G. Hance, *Discussion in Human Affairs* (New York, Harpers, 1950), p. 10.
2. E. J. Wraga, Lecture (July 20, 1954) Northwestern University.

UNA LEE VOIGT  
*Enid High School*  
Enid, Oklahoma

1. Develops skill in thinking.
2. Creative thinking increased.
3. Develops better methods for teaching fundamentals.
4. Gives experience in a socializing activity.
5. Provides a testing ground for straight thinking.
6. Organizes ideas into straight thinking.
7. Tests unsound reasoning.
8. Motivation for beginners.
9. Therapeutic and aesthetic gains in working together.
10. Students talk and converse on timely, important topics.

Discussion in contest form takes place at a round table with the audience or judge listening or eavesdropping. Generally, there are three rounds, but some colleges have only two. Each round is one hour in length. In the second round each student proposes a 1½ minute solution. Participants are judged by evaluating critics who have a mimeographed form. Only superior students are eligible for state competition.

### Preparing the Leaders

The basic function of the leader is to help participants utilize their abilities and assume their responsibilities in attaining a solution of the problem. A brief outline of the leader's techniques follow:

- I. Opening the discussion.
  - A. States, interprets, and indicates the importance of the question.
  - B. He arouses interest by stating the issues.
  - C. He uses quotations and illustrations.
  - D. He states the cause for discussion.
  - E. He defines the problem.
  - F. Cites a special point.
  - G. He begins by citing clashes of opinions.
- II. He gives the order, direction, and pattern to the discussion:
  - A. By summarizing speeches, calling on participants.

- B. He makes transitions.
- C. Divides the question.
- D. Consolidates points.
- III. Gets important facts considered by:
  - A. Asking questions.
  - B. Citing examples, cases, illustrations.
  - C. Using quotations and statistics.
  - D. Knowing how to stop conflicts and differences.
- IV. Handles personalities.
- V. Brings discussion to a close.
  - A. Makes summary bases on reflective thinking.
  - B. Summarizes issues.
  - C. Summarizes conclusions.
  - D. Summarizes recommendations.
  - E. Recommends a report on progress.

### Forms of Pedagogical Types of Discussion

Discussion has two important values as a method. It is adaptable to large or small audiences and is adjustable to learning situations for seeking solutions to problems of value, fact, or policy.

Several types suggested for speech activities by Dr. Glen E. Mills, professor of speech, Northwestern University, are the panel, roundtable, the symposium, the dialogue, and forums.

### The Panel

The panel used by Northwestern Reviewing Stand has been broadcast for twenty years on the Mutual Network. Teachers can use this program as motivation for listening. Students report methods of reasoning and evidence used on a particular program.

The Junior Town Meeting League is an organization that encourages discussion in high schools. The discussion plans are variable. Enid High School had a successful season with a weekly radio discussion program conducted over a commercial station for 32 weeks. A prominent citizen always acted as moderator. The students prepared scripts in discussion class. Timing and production were also worked out in the class period.

Fifteen students of the class and others from five visiting high schools participated during the year. This activity is a public service as well as an educational program.

The panel is carried on in front of an audience, and the listeners must be considered. On the radio, there is the injected element of clash in opinions but maintenance of cooperative thinking is the specific objective.

Arrangement: Five participants and a leader sit around a table facing the audience.

### Conducting a Panel

**Selection:** The number depends on subject, ability as thinkers and speakers. Some authorities recommend four as minimum and eight as maximum length.

**Preparation by Panel members:** The members should make special preparation. The amount of preparation, rehearsal, and speeches depend upon the question. Specifications depend upon requirements for a good discussion according to:

1. Interests of the group.
2. Capacities in terms of age, intelligence, and abilities.
3. Knowledge in terms of their own experience.
4. Purposes in determining objectives.
5. Preferences.

Directions for the leader are similar to those for discussion.

The roundtable discussion is said to have originated from King Arthur's Knighthood days. Participants sit around a table for the discussion of the problem.

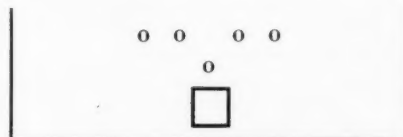
In a discussion progression of ten schools, there are several tables, a leader, and a critic judge.

### The Symposium

"The symposium is a method of discussion in which two or more persons under the direction of a chairman, present in separate speeches various phases of a problem."<sup>3</sup>

The audience participates in the question-and-answer period. The main purpose of symposium speech is to state an opinion on an investigated problem. The value is throwing the spotlight on several points of view obtained through inquiry and reflective thinking techniques.

The ideal form consists of three to five experts or authorities in the field. Each speech is from ten to fifteen minutes in length. A diagram follows:



AUDIENCE

**Procedure:** The chairman introduces the question, provides continuity between speeches, and conducts the question-and-answer period.

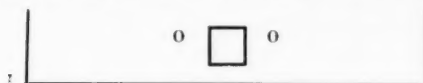
3. James H. McBurney and Kenneth G. Nance, *Discussion in Human Affairs* (New York: Harper Brothers, 1950) pp. 305-306.

### Duties of Members

The members should make special preparation according to five steps of reasoning. Rehearsing is debated by some authorities. The amount depends on interest, intelligence, purpose, experience, and preference of the group.

### The Dialogue

Two persons discuss in front of an audience. The chairman frequently asks questions and discusses the replies. Success depends on interest developed by quick responses, and continuity.



AUDIENCE

### The Forum

Discussion methods are used in forum. The meetings vary in length and form; the average is one hour and thirty minutes. Forty-five minutes are devoted to presentation of the problem, followed by a question-and-answer period of thirty-five minutes and ten to conclusions. Problems political of policy, value, and fact are included. This type is the oldest and most widely used of any type.

### Organizing a Discussion for Assembly

The president of the Student Council requested that an assembly organize and plan a discussion on the subject of cheating. He asked the ninth grade students to present the problem in assembly.

At the beginning of the unit, speech classes in circle conversation planned and discussed the action to be taken. For presentation, eighteen superior students were selected by class vote. Three competent leaders were assigned; the activity required superiority in organization, leadership, and student participation.

First, the problem of cheating had to be located. "Classmates always know the fellow who cheats," was one boy's comment. Thus the students had to be guided to think of larger groups and not to talk about individual personalities. In other words, the conception of group consciousness had to be fostered.

The second step was the formulation or stating of the problem as a question. In discussion this is mandatory "Negative questions lead to dead ends," remarked Lee, who was later assigned leader of the group. "We must guide our

discussion toward better school citizenship." This became the goal.

So the question, "What shall we do about cheating?" was formulated into "How shall we promote honesty in our school?"

For study, the problem was set up in three rounds to be followed by questions from the audience. The rounds were organized as follows:

Round I: The Nature of the Problem.

Round II: Analysis of the Problem.

Round III: Proposed Plans and Solution.

In the final round the participants presented several solutions, discussed advantages and disadvantages of each, and proposed a united plan of action.

After the rounds were clarified, aims and objectives were selected from individual pupils' lists. These objectives were necessary in order to keep the discussion moving through the three phases of thinking. If the problem were to be solved by inductive reasoning, the solution required the pooled combination of the thinking of the whole group.

Each student outlined his preparation by rounds and objectives, then added guide questions. From these individual lists, the class committees selected the final guide questions. Much elimination and rejection took place before the students were satisfied. Then the guide questions were merely suggestive. The leader was free to ask any questions which he thought necessary. The final outline for the activity follows:

### How Can We Promote Honesty In Our School?

- I. Location and formulation of problem.
- A. Objectives in this phase of discussion.
  1. To clarify and establish our fundamental goal in regard to honest citizenship.
  2. To outline and clarify issues and obstacles that are now present in our school and prevent us from reaching our goal.
- B. Guide questions.
  1. What is honesty?
  2. Who should be honest?
  3. Why should we be concerned about honesty at this time?
  4. What are some of the obstacles which prevent us from being honest?
  5. What are difficulties which prevent us from being fundamentally true?
  6. What is the meaning of the word, **promote**?

## II. Analysis of the Problem.

### A. Objective of this phase of discussion.

1. To understand the nature and development of an honest citizen.
2. To understand the issues and faults in ourselves.
3. To understand causes and results of dishonesty or conduct.
4. To set up basic criteria for solution of the problem.

### B. Guide Questions

1. How can honesty be developed?
2. Who should be responsible for our honesty or who should make us honest?
3. What are the actions of an honest person?
4. Why should we be honest?
5. What are evidences of an honest person?
6. Is honesty worthwhile?
7. Is cheating a habit or a necessary evil?
8. Is cribbing acceptable?
9. What qualifications are necessary for a treasurer? A banker?
10. Who suffers when we cheat or are dishonest?
11. Are cheating and stealing the same?
12. What are the basic requirements for an honest citizen?

## III. Solution of the Problem.

### A. Objectives of this phase

1. To list, describe, evaluate all possible solutions to the problem of promoting honesty in daily life.
2. To decide on the best possible solution and to work out a plan of action and to set the solution into operation.

### B. Guide Questions

1. What are the ways which we now have that promote honesty?
2. Are there other factors than school that should be considered?
3. Are there any methods which can be developed that would be more effective?
4. Which of all these proposed methods will meet our aim?
5. What plan of action can we develop that will solve our problem?

## IV. Leader addresses audience.

Are there any questions?

## VALENTINE ASSEMBLY

The King and Queen of Hearts preside over this assembly. The throne is arranged up-stage. The court jester acts as emcee. The program is the Court of the Knights and Ladies of Valentine Land. The first number is the grand march. A simple step of a promenade is used.

The second number is Court Entertainment consisting of dramatic stunts and stunts or talks by students. Presentation of speech tournament winners, and stunts from the physical education department are enjoyable.

Music for the King is the third part. Vocal and instrumental numbers are introduced. Love songs, modern and old, are included.

Certain members of the Court are called for having broken the laws of Valentine Land. The King gives decisions on cases involving the Ladies, while the Queen rules on cases concerning the Knights. Selection of well-known Knights and Ladies combined with well-planned accusations insure success.

The prosecutor calls out the law-breakers and names the offense. Charges vary as being hard-hearted, a lady-killer, or a heart-breaker. The defendant may answer if he desires but the King and Queen rule supreme.

## AMERICA IN SONG

The story of America in Song can include the cowboy, the miner, the tramp, the forty-niner, and the sailor. Radio and television attest the popularity of American folk songs.

"Hallelujah," "Bum Again," and "Casey Jones" are old favorites for the bum and the engineer. Cowboy favorites are "Good-bye Old Paint" and "Home On the Range."

All these songs are available in **American Ballads and Folk Songs** compiled and collected by John and Alan Lomax, published by Macmillan Company.





# News Notes and Comments

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## Play Under Rule Modification

As has become almost customary for Illinois high school basketball games, teams in 1954-55 will operate under an experimental rule, permission for the experiment having been granted by the National Basketball Committee. In short, the experiment will provide that the new "bonus" penalty rule for common fouls shall apply all through a game. The special two-throw penalty for the last three minutes and all overtime periods will not be in effect.—The Illinois Interscholastic

## The School Newspaper

Edgar Dale's **How to Read a Newspaper** (Scott, Foresman and Company, 433 East Erie Street, Chicago, Ill.) is an excellent publication for the journalism student. It is written especially for high school students and can be used successfully in the classroom. Also send for **Toward Better Newspaper Reading**, an outline of a newspaper unit prepared for high school classes. Price 10 cents, from the author, H. Carl Sailer, Orange High School, Orange, N.J. Look over past and future issues of **Practical English** and other Scholastic magazines for lively informative student materials on newspaper study.—Scholastic Magazine

## Photo Contest

An excellent opportunity for high school students throughout the U.S. and its territorial possessions to exercise their creative talents and to express themselves through photography, is now being offered through the 10th Annual (1955) National High School Photographic Awards. This competition, sponsored by Eastman Kodak Company, has the approval of the Contest Committee of the National Association of Secondary School Principals.

Entries will be judged in four classes: (1) School Activities; (2) People (away from school); (3) Pictorials; (4) Animals and Pets. The following prizes will be given for **each class**: First, \$300; Second, \$200; Third, \$100; Special Prize, \$50. There will also be 240 Honorable Mention awards of \$10 each.

Full information about the Awards and the traveling salon may be obtained from the National High School Photographic Awards, 343 State Street, Rochester 4, New York.

## Announce New Record Player

A high fidelity magnetic tape music reproducer that will automatically play eight hours of pre-recorded music, continuously or intermittently from a single reel, has been produced by Magnecord, Inc., pioneer manufacturer of high fidelity magnetic tape equipment. The instrument will play the equivalent of 160 standard phonograph records.

Designed expressly to furnish appropriate background music for diversified audiences, the Magnecord music reproducer will also be available with optional equipment for "dubbing in" commercial announcements and institutional messages, for department stores, factories, and similar establishments. The Magnecord Continuous Music Reproducer is completely self-contained in a console type cabinet.

## Special Activities

Have you ever tried a bicycle rodeo or a newspaper throwing contest from bicycles or on foot? Have you tried a flower show of home-grown flowers or a dog obedience program or fly-casting? Or maybe you can introduce amateur weather clubs or a football or baseball school. In one girls club the girls baked a huge birthday cake for one of the officers of a senior citizens club and a good time was had by everyone.—Youth Leaders Digest

## Students Issue Bonds

The student body of the Avenal High School, Avenal, California, has issued \$17,000 in student body bonds for the addition of 2,500 bleacher seats in the high school football stadium and for the improvement of the running track.

The financing plan is similar to one used by the student body to purchase gymnasium seats. That bond issue now is almost completely retired.

The new bonds will be retired from money earned by student body activities. They will be retired as rapidly as money is available, the bonds selected for retirement being chosen by lot. It is expected the entire issue will be retired in less than 10 years.

The new seats will be constructed on the north side of the stadium. The running track improvement will consist of the application of a clay top.

### The American Way of Life

Madison School of Phoenix, Arizona, was among the American Schools honored by Freedoms Foundation at Valley Forge. The school received a principal award for outstanding effort in teaching the fundamentals of the American Way of Life.

A student and teacher from Madison joined representatives from eighty-seven other schools, coming from thirty-three states in an all-expense paid Pilgrimage to Valley Forge. Here, the students and teachers visited the site of the 1777-78 winter encampment of General George Washington and his valiant followers. They also saw Independence Hall and the Liberty Bell as well as other historic shrines in Philadelphia and the Mount Vernon home of George Washington.

Freedoms Foundation is a non-profit, non-political, non-sectarian organization, chartered in 1949 for the specific purpose of annually making awards to Americans who make outstanding contributions toward better understanding of the American Way of Life. The Board of Directors of the Foundation is composed of outstanding men and women from business, education, and the judiciary, the professions and the clergy.—Arizona Teacher

### Latin Students Attend Convention

Nearly 400 students and advisers were in attendance at the fifth annual convention of the Pennsylvania Junior Classical League with the Blairsville Joint High School serving as hosts. Approximately 35 schools were represented.

A state-wide English derivative contest, ad-

dress, song session, skit, initiation of new chapters by state officers, and election of officers were on the agenda.

The 1955 convention will be held at Fawn Grove with the Latin department of Kennard-Dale High School as host.—A. E. Reeping, The Latrobe Bulletin, Latrobe High School, Latrobe, Pennsylvania

### Experiment Attracts A Nation

Thirty teen-aged boys and girls were given the "right to fly" in Winona this summer as they built and learned to pilot their own plane.

As a part of a national plan to get youth into the air Max Conrad, honorary life member of the Civil Air Patrol, has sponsored what has become known as the "Winona Experiment."

With Mr. Conrad's assistance the young people constructed and maintained a plane and are learning to fly.—Minnesota Journal of Education

### Candy and Cake on Way Out

Classroom party menus are now more likely to consist of milk, celery sticks, and cheese, than ice cream and cake. The trend in Dearborn, Michigan, toward watching menus of school parties is one phase of school-community health programs. Parents as well as teachers and students are studying good eating habits, trying to eliminate as many bad ones as possible. Room mothers have arranged a variety of menus for birthday parties. The birthday cake is now made of cardboard, but has real candles to be blown out by the birthday child.—Midland Schools

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# *How We Do It*

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## **SOLVING THE HIGH SCHOOL RING PROBLEM**

It has become increasingly difficult the last few years at Lincoln Park for classes to agree on a class ring design, until last semester it came to the point that three different designs were selected by the 11A group. Class ring selection had turned into a headache for the sponsors and an unsatisfactory situation for the class involved.

Because of the existing situation, the first of the year, a faculty committee composed of the sponsors of the organized classes—11A through 12A—was asked to study the situation. A standard school ring was suggested but interest lagged and not much was accomplished.

In the spring a new committee was organized, composed of elected representatives of all home rooms from the 10B through the 11B, due to the fact that these students would be most concerned with class ring selection in the near future.

Three members of the faculty, representing those grades, were asked to serve along with the principal. The suggestion of the previous faculty committee was discussed and a decision made to look into the desirability of adopting such a plan.

In the following weeks the group viewed proposed designs for a standard ring from six different companies. By that time the committee was really enthusiastic about the distinction of having a ring designed exclusively for Lincoln Park High School and also about the considerably lower cost of a school ring over the usual class ring.

The committee did not care for any of the designs presented in toto, but drew up their own with the aid of an artistically inclined member of the group.

They wanted to present their ideas to all classes through the 11B, including the freshmen. The committee of 14 divided into two groups organizing their smaller groups so that every question that might come up could be answered, at least in part, by at least one member.

The groups decided to go to all English classes through English V because in that way they would miss only those members of the student body who were absent. They thought that they could do a better job of explaining the advantages of a standard school ring over the

usual class ring in the comparatively small classroom groups than in an assembly of about 1300.

At the request of the committee, the principal and the writer of this article sat in on a couple of presentations. They did a wonderful job of explaining what a school ring would really mean and sold the idea to the majority of the student body.

After obtaining approval of their design and plan from the students, they called in the two lowest bidders and told them what they wanted in design. Two weeks later they viewed the design they had suggested and chose the company giving them what they wanted. Even then the design was not exactly satisfactory so they have made plans to have a meeting when the new designs are ready sometime later for final approval or further revision if necessary.

Their plan is to remain active until the new rings are ready and to decide upon a method for selling them whether it be through a company salesman, our own school bookstore, or a local jewelry store. They also have under consideration the grade level at which the rings may be purchased.

This is the most enthusiastic group with which it has been the pleasure of the writer to work. Their initiative and cooperation are self-evident. This ring problem has been a source of dissension in our organized classes for a long time, but trust a gang of kids to take hold and do a job which the faculty could never have successfully accomplished. — Betty Fowler, Lincoln Park High School, Lincoln Park, Michigan

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## **LATIN STUDENTS ATTEND NATIONAL CONVENTION**

On Wednesday, June 9, fifteen individuals from Pennsylvania boarded the 7:15 p.m. Greyhound bus in Pittsburgh for San Antonio, Texas. How cozy it was in that air-conditioned bus. The world about us was so hot. What favors were bestowed upon us through the courtesy of the Greyhound officials. We stayed over night at the beautiful Adams Hotel in Tulsa, Oklahoma. The next day we continued on our trip, scanning the countryside for those famous oil-wells. The bus drivers were so courteous. On Saturday we arrived in the beautiful city of San Antonio.

The boys went to their air-conditioned motels and we girls went to the most beautiful High School—Incarnate Word. The rooms were furnished with blond furniture covered with rose colored leather.

The convention proper was a lesson in parliamentary procedure and good sound planning on the part of the student delegates. Issues were discussed pro and con and everything was settled according to their best judgment. Lasting friendships were formed. Who can forget the three-hour tour of the Missions, Alamo, Zoo, Sunken Gardens, and that Brunch Wagon dinner!

We had a wonderful time in Texas. We are so anxious to attend the second National J. C. L. Convention on June 26, 1955, at Cedar Falls, Iowa.

All Latin departments are invited to affiliate themselves with the Junior Classical League. For further information contact the American Classical League, Miami University, Oxford, Ohio.—Adeline E. Reeping, Pa., State J.C.L. Chairman, Latrobe, Pa., High School

#### **COUNCIL COORDINATES FUND DRIVES**

The student council of Barry, Illinois, High School has found a way to finance the school's many small clubs and at the same time cut down on the number of drives for funds. The council sponsored a "School Chest Fund," based somewhat on the principle of the Community Chest idea. Two or three major fund drives are held during the year to raise enough money to finance the expenses of the many small clubs, rather than necessitating a fund drive for each one of them.

These frequent drives took a lot of school time, and were usually held at night, using the school's facilities, lights, and heat. Parents, merchants, and other school patrons complained of the great number of drawings, card parties, chili suppers, etc., which they and the students had to support.

The major fund-raising activities which the

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student council sponsored this year were a donkey basketball game, a printed program for the invitational basketball tournament, and concessions at this tournament.

Each club in school has one representative on the student council. For a club to share in the "School Chest Fund," the council representative of that club and the club's sponsor must present their request to the student council at a regular meeting. After discussion, the council votes on the request.

Among requests for funds which the council has granted are supplies for the Camera Club, tapes for the tape recorder used by the Dramatics Club, records for the noon-hour square dance program, and a school party on New Year's Eve. Although no legitimate requests for funds have been refused, the "School Chest" has maintained a sizeable balance in its treasury.

Prin. John W. Codd said the new fund has increased the council members' knowledge of other clubs and what they are trying to do, and has also stopped the many requests from the small clubs throughout the year to "put on something to raise money."—Illinois Education

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## STUDENT COUNCIL HONORS NEW STUDENTS

The fun began at 7:30 Friday night, September 17, when the Student Council honored the new students in Graham High School with a sock hop.

Everyone registered at the west door of the auditorium where new students were admitted free and old students paid one penny for each inch their heads measured.

After being admitted each person was tagged with a colored sock which was numbered. Then he was directed to the library where he checked in his shoes.

In the library a large committee was kept very busy numbering large paper sacks in which the shoes were deposited for safe keeping.

After everyone arrived Rolene Barnett, president of Student Council, asked each old student to escort a new student to the gymnasium.

The gymnasium was a riot of color having been artistically and appropriately decorated with hundreds of socks, balloons, and crepe paper streamers of every imaginable color.

At the door of the gymnasium the students were given an opportunity to guess the number of candy beans in a jar. Virgil Willis, Senior

student, won the prize for making the nearest guess.

In the gymnasium the students assembled in the groups to which they had been assigned. The games were led by four teachers who rotated until all groups had played all four games.

Then the groups were brought together to play Pinata, a Mexican game. The pinata was a monkey riding a bicycle, which was brought from Mexico by the Student Council representatives who attended the state convention in Laredo last spring.

The pinata was broken by Billie Cumpton, a freshman student, and a scramble was made by everyone for the candy and chewing gum which seemed to cover the gymnasium floor.

After this everyone went back to the library and checked out his shoes. The activities then moved out to the concrete slab west of the stadium where dancing was enjoyed by a large number.

Refreshments of drinks, sandwiches, and candy were served to everyone. About 375 students and teachers were present, and the sock hop was declared a success.—Betty Zane Lasater, chairman, Publicity Committee, Student Council, Graham High School, Graham, Texas

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# Comedy Cues

## Money's Worth

The father of an enthusiastic football fan was finally persuaded by the son to attend one of one of the big intersectional games.

The officials were ready for the starting whistle—the teams had lined up for the opening kickoff.

"Ah," remarked the son with a gleam in his eye, "now we'll see more excitement for a couple of dollars than you ever saw in your life before."

"I doubt that very much," replied the father calmly. "That's all I paid for my marriage license."—The Coach

## There's a Reason

There is usually one reason why a man buys, but with a woman it might be one of eight: (1) because her husband says she can't have it; (2) it will make her look thin; (3) it is an important article; (4) her neighbors can't afford it; (5) nobody has one; (6) everybody has one; (7) it's different; (8) because.

## Dog-Gone?

"Yes," the teacher explained, "quite a number of plants and flowers have the prefix 'dog.' For instance, the dog rose and dog violet are well known. Can any of you name another?"

There was silence, then a happy look illuminated the face of a boy at the back of the class.

"Please, teacher," he called, proud of his knowledge, "Collie flower!"

## Long Time—No See

"What is the principal occupation of this town?"

"Well, boss," the man answered, yawning, "In the winter they mostly sets on the east side of the house and follers the sun around to the west, and in the summer they sets on the west side and follers the shade around to the east."

## Quick Repair

Highway departments, please note. The motorists traveling in a remote section of the country stopped at a farmhouse for directions.

"How are the roads around here?" he asked.

"Fine," came the native's reply. "We've abolished bad roads in this county."

"Sort of a big job, wasn't it?" asked the motorist.

"Nope," the farmer replied, "wherever the going is especially hard, we don't call it a road, we call it a detour."

**READ!** **THINK!** **STUDY!**  
*Believe!* *Evaluate!*  
**EXAMINE!** *Utilize!* **TEST!**  
**INVESTIGATE!** **ACT!** **ASSIMILATE!**  
**APPLY!** **USE!** *Patronize!*  
*Keep!* **TRY!** **ACT!** **BUY!**  
**SCRUTINIZE!** **BUY!** **BENEFIT!** *Thrill!*  
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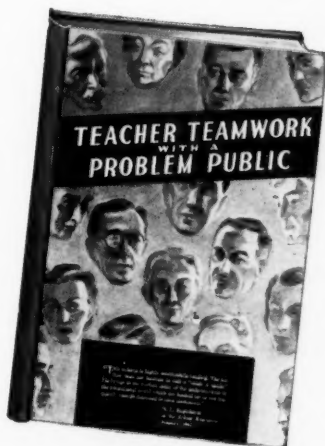


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